DOCUMENT RESUME

ED 122 576 EC 090 001

TITLE How to Look at Your State's Plans for Educating Handicapped Children.
INSTITUTION Washington Research Project, Washington, D.C.
PUB DATE 75
NOTE 23p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS Due Process; Elementary Secondary Education; *Equal Education; Exceptional Child Education; *Federal Legislation; *Handicapped Children; Identification; Parent Influence; *Parent Role; School Districts; *State Programs; State Standards; Student Evaluation
IDENTIFIERS Education of the Handicapped Act; *Parent Materials

ABSTRACT

Provided for parents are descriptions of the Education of the Handicapped Act, Part B, state and local responsibilities under the law, and how parents can get involved in protecting the rights of their children under the law. Discussed are requirements under the 1975 and 1976 state plan amendments in areas such as providing all handicapped children with full educational opportunities, due process, and identification and evaluation. Suggestions for parents include asking to see copies of their state plan and helping other parents learn about their children's rights. (LS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED122576

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HOW TO LOOK AT YOUR STATE'S PLANS FOR EDUCATING HANDICAPPED CHILDREN

prepared by: The Children's Defense Fund

1520 New Hampshire Avenue, N.W.
Washington, D.C. 20036
(202-483-1470)

and

P. O. Box 1684
Jackson, Mississippi 39205
(601-355-7495)

EC090001

HOW TO LOOK AT YOUR STATE'S PLANS FOR EDUCATING HANDICAPPED CHILDREN

INTRODUCTION

A recent federal law* requires your state to provide an appropriate education for all the handicapped children in the state. No child who needs a special program to enable him/her to get a free public education can be denied that program. The law applies to and protects two broad categories of children:

1) handicapped children who are out of school and not receiving educational services, and handicapped children who are enrolled in school but who are receiving programs and services which are inadequate to meet their needs;

and 2) especially poor and minority children who have been placed in special classes, but who are not really handicapped and therefore should be educated in regular classes.

This pamphlet will describe the law, state and local responsibilities under the law, and how parents can get involved in protecting the rights of their children under the law.

During the past few years, as a result of new state laws and court suits requiring education for handicapped children, more and more children who have some kind of physical, mental or emotional problem which affect their learning have started to attend school, or have been given special help in the schools which they do attend. But there are still many children - some say nearly 48% of the handicapped children in the nation - whom local school districts have not given any or the appropriate educational services. Furthermore, many handicapped children who are attending school are receiving programs and services which do not meet their special educational needs.

Teachers often have great difficulty teaching in classrooms where there are many different types of children. The children who present teaching problems are often labelled as "handicapped" or "disturbed" and removed from regular classrooms. In many instances these "disturbing" or "problem" children have actually been suspended from school. But sometimes they are placed in separate classes with

---

* The Education of the Handicapped Act, Part B (hereafter EHA-B), as amended by Public Law 93.380 (The Education Amendments of 1974).

children whose learning problems are much more severe. One way in which children have been misplaced in these classes is on the basis of tests which are known to discriminate against poor and minority children, or on the basis of a teacher's subjective judgment. These are the kinds of situations which the new federal law is designed to correct.

Under the new law, parents have a right to challenge the way their child is receiving (or not receiving) an education, and can challenge the way in which a local school district - and the state - are carrying out their responsibilities under EHA-B.

STATE AND LOCAL RESPONSIBILITIES

EHA-B requires states, through their state departments of education, to establish procedures which will correct the kinds of situations described above. According to the law, no state should receive its EHA-B funds until appropriate procedures are developed and set forth in their "state plan." Attachment A shows how much federal money each state received under EHA-B during the 1974-75 school year. Last year's allotment for each state should be approximately what each state receives again this year.

Since every state in the nation has accepted their federal funds under EHA-B, every state is responsible to fulfill the requirements of the law at both the state and local levels. Even if your state submits an extremely weak implementation plan to the federal government, and it is approved, still, all the requirements of the federal law apply to the local school system as well. In addition, the State has the responsibility to watch local school districts very closely to see that they carry out the law. The Act requires that states enforce the new educational rights of handicapped children in every school district, not only in those receiving EHA-B funds.

THE FEDERAL ROLE - WHICH AGENCY ADMINISTERS EHA-B AND HOW DO THEY DO IT?

The Bureau for Education of the Handicapped (BEH) in the Office of Education (in the Department of Health, Education and Welfare) administers EHA-B in addition to other programs which provide funds for the education of handicapped children, the training

of teachers of handicapped children or other related services. BEH has the responsibility of approving state plans and their amendments which each state must submit before receiving EHA-B funds to run programs. To aid states in the process of developing plans which conform to the law, BEH has developed suggested guidelines. BEH not only works with each state department of education to develop a good plan, but also is expected to make sure that EHA-B funds are spent correctly. Approval of a state's plan by BEH is supposed to be withheld until the plan and its implementation meet all the standards set out in the Act.

WHAT IS A STATE PLAN; HOW OFTEN IS IT SUBMITTED TO BEH?

A state plan is a detailed document which each state department of education must develop to show the federal government that the state will comply with all the requirements of the law. In order to comply with amendments to EHA-B passed in 1974, states were required to amend their existing plans (for the 1974-75 school year) to reflect the new procedural safeguards guaranteed to handicapped children. The 1974 amendments to EHA-B have also required additional changes for the 1975-76 school year. States have ongoing responsibility to implement and adhere to both sets of requirements even though state plans for 1975-76 do not need to repeat assurances from the previous year's plan amendment.

Amendments to the state plan for the 1974-75 school year (fiscal year 1975) were submitted to and approved by BEH in the Spring of 1975. It is extremely important to make sure that these plans are being implemented NOW in your state.

The additional amendments to the state plan for the 1975-76 school year (fiscal year 1976) were due, according to the law, on August 21, 1975. However, most states are still in the process of developing their "'76 state plans." Parents have a right to participate in the development of these plans and to make comments to their state departments of education. See Attachment B for addresses of departments of special education in the State Department of Education in your state.

WHAT ARE THE REQUIREMENTS UNDER THE '75 AND '76 PLANS?

A. '75 State Plan Amendments

1. Full Services Goal

Each state must establish a goal of providing all handicapped children with "full educational opportunities." The state must show how it will assure that the money it receives under this Act is spent to accomplish this goal. EHA-B requires that the first priority within this goal must be to provide appropriate educational services for children presently receiving no educational services whatsoever. In its guidelines, BEH has interpreted this priority to mean that each state must spend over 50% of its EHA funds for this purpose. The other 50% can be spent, according to BEH, to continue projects previously funded with EHA-B funds, and to provide appropriate services to handicapped children who are already in school but are not now getting the kinds of services which would be best for them.

The BEH guidelines encouraged states to set a target date by which they would reach the full services goal. In their '75 state plan amendments some states, like Colorado, said they would provide full educational services to handicapped children by July 1, 1975, a goal which we believe is appropriate and feasible. Unfortunately, other states like Mississippi do not promise full services until 1985. Some states did not include <u>any</u> target date at all in their plans, but BEH gave them their money anyhow.

Your state's plan for '75 should show how the state intends to reach the goal of providing full educational services to every handicapped child in the state. The state could choose one of a variety of approaches. For example, your state could decide to require all local school districts to identify and evaluate <u>all</u> handicapped children during the 1975-76 school year, purchase equipment and provide teacher training for regular classroom teachers who may have handicapped children in their classrooms and start serving the few children who must be in separate classrooms in the 1976-77 school year and, in the 1977-78 school year, provide regular classroom and resource room programs for those handicapped children who can function in them.

States may adopt any number of methods to reach the full services goal, but they must choose some plan, and they must be urged to reach full services on a short timetable.

You should ask your state department of education how it plans to use its funds - federal, State and local - to make sure that all handicapped children are provided appropriate educational services. Also ask your local school officials how they plan to spend the money available to them and how they are phasing in all the needed programs and services for handicapped children to meet the goal and plans set out by the state's plan.

2. Due Process Safeguards

There is a section in your state's plan which outlines the process which parents can use to challenge many decisions made regarding the education of their child. If a parent does not agree with the way his/her child has been identified or evaluated to need special services, or if a parent disagrees with what the school says his/her child's special needs are, or if a parent thinks his/her child should have a different kind of educational program, then the parent can use this process.

Under this requirement, children and their parents are entitled to at least the following procedures:

-- prior notice: The local school district must supply, in writing, notice to parents before the child is given any formal testing, informal assessment or observation, and before any change can be made in a child's classes or educational program. This notice should include a full explanation of the nature and implications of the proposed method of evaluation or program change, and should request parent's permission, in writing, for the child to be evaluated or placed in a special program. Parents should not be asked for written permission for a child's placement before the evaluation/testing has been performed and parents have been informed of the results.

-- impartial due process hearing: If a parent does not agree with a decision made about the child's classes or instructional program, he/she may request a hearing with an impartial hearing officer whom the local school district usually appoints. The school district must provide such a hearing if it is requested. The hearing officer should be independent of the immediate school district and have no personal interest in the outcome of the hearing. Parents may appeal the decision of the hearing officer through whatever appropriate administrative or judicial procedure the state has provided. Parents further have the right to look at all the child's school records which may have information about the manner and the re-

sults of an evaluation of a child, or any other information related to the child's educational placement. Parents have a right to get an independent evaluation of their child if the evaluation done by the school district is not satisfactory. The results of this outside evaluation may be used in the impartial due process hearing.

-- surrogate parents. If the child's parents or guardian are not known or are unavailable or if the child is a ward of the state, the state must appoint someone to serve as a parent would to protect the child's rights in any of the decisions mentioned above.

3. "Mainstreaming"

Each state must establish procedures to assure that, to the extent possible, every handicapped child is educated in the same setting as other children who are not handicapped. All handicapped children should be provided special educational programs and services to meet their needs in a regular classroom except in those situations -- and situations of this sort should be the exception -- where extra aids and services in the regular class cannot be achieved satisfactorily.

4. Non-Discriminatory Testing and Evaluation

Each state must establish procedures to assure that the tests and other materials used to evaluate a child's special needs are selected and administered in a way which will not be biased either racially or culturally.

There are several questions one should ask to determine whether tests are chosen or administered in a non-discriminatory manner:

-- do the people selecting the testing materials reflect the racial and ethnic diversity of the school population which will be evaluated with these materials?

-- are the tests being used for the purposes for which they were designed and as explained in their "instructions for usage"?

-- are tests administered on an individual or group basis? for the purposes of designing an individual educational program, tests given on an individual basis have been shown to be necessary to reduce discriminatory results.

-- is more than one test and/or evaluation technique used to determine the educational placement of the child? The greater variety of evaluation techniques used, the more likely that the results of the assessment will be comprehensive and uncover the variety of needs which any child has. The use of single tests or few evaluation techniques have repeatedly been found to produce unreliable and discriminatory results.

-- do the tests used result in a disproportionate number of minority or poor children being placed in special classes?

-- are the tests used given to a child in the child's primary language?

B. '76 State Plan Amendments

This year states must amend their state plans to set out in detail the steps they will take to:

-- identify and evaluate all children with special needs in the state

-- provide special education services to those children who need them.

These new state plan components are in addition to the ongoing procedural safeguard components which states should have adopted in '75.

Your state should be developing the new state plan components now and the proposed plans made available for public comment should be carefully analyzed. Look for how the state and local school districts will do the following things:

(1) make parents and others in the community aware that all handicapped children have the right to receive educational services, that there is a need for appropriate special educational programs, what services are presently available, and where parents can go to get information about handicapping conditions.

Your state may develop any combination of ways to make people aware -- newspaper, television and radio announcements; a widely-advertised travelling seminar series; pamphlets and brochures distributed by community groups and local public agencies; and counseling sessions sponsored by mental health centers, early childhood development centers, or public health and welfare agencies.

(2) identify and locate children with special educational needs.

Again, your state has many options and alternatives from which it could chose any combination -- a special door-to-door census of all school-age chil-

dren; screening of all kindergarten and first grade children; coordination with the Early and Periodic Screening, Diagnosis and Treatment Programs sponsored by County Health Departments; information booklets for parents to explain some of the easy ways to observe specific handicaps and/or learning problems in their own children; compulsory screening for vision and hearing problems; or systematic referrals among all the public health, education, and welfare agencies in each local area.

(3) provide a comprehensive diagnosis and evaluation of every child before he or she is placed in any special education program.

The state should develop specific procedures for comprehensive evaluations, detailing exactly what kind of multi-disciplinary team (which should reflect the variety of professional and non-professional adults who work with children) should do the evaluating; what kinds of tests, materials and instruments/procedures are appropriate to detect specific suspected handicapping conditions; and timetables showing the appropriate amount of time any evaluation process should take. Be sure that your state's procedures show how due process safeguards will apply at this stage of child identification as well as how (and what) efforts will be made to use an evaluation process which does not discriminate against any child on the basis of ethnic, racial or cultural differences.

(4) provide special educational services to all those children identified and evaluated as handicapped and in need of special educational services.

Another section of your state's plan should show the numbers of personnel (both instructional and non-instructional staff), facilities, equipment and services needed to achieve full educational programs/services for all the children who have been evaluated as in need. The plan may describe

the continuum of services from regular classes with supplementary aids and services to resource rooms where children go for a small portion of the school day for extra specialized help, to self-contained classrooms specifically for the few handicapped children who absolutely cannot be accommodated in the regular classroom. Your local school system should be able to tell you exactly which of these programs are available to children within their district and approximately how many children with what kinds of handicaps are receiving each specific kind of service. Furthermore, the school district should tell you how each handicapped child in the district will be provided educational services by a certain date.

Due process safeguards and procedures to protect the confidentiality of handicapped children should be clearly stated in your state's plan.

(5) regular re-assessment of a child's educational placement and a mechanism for changing or modifying the child's educational program if necessary.

Throughout your state's plan, the state should indicate which agency and office within the agency has primary responsibility for each aspect of the child identification, evaluation and placement process. The plan should show how many people will be assigned to each component as well as the facilities, equipment, materials, and finances necessary to plan and implement the whole child identification process. Look for specific timetables which the state has set forth to see if the plan can be accomplished more quickly so that more children can get the services they need at an earlier date.

HOW CAN PARENTS HAVE AN IMPACT ON THEIR STATE'S PLAN?

The EHA requires that states' '76 plan amendments must be available to parents and other members of the public at least 30 days before the plan is sent to BEH in Washington. The deadline for submission of the '76 amendments to BEH was to have been August 21, 1975. But BEH postponed this deadline and no firm date for submission has been set. Therefore, parents should start asking immediately to see the state's plan since the state department of education is probably working on it right now. Be sure that the

state plan amendments are strong and cover the areas required by the law.

Parents should also ask to see a copy of the plan for '75 which was submitted to BEH last spring. Most states already provide educational services to handicapped children under their own state laws and/or administrative rules. In many states, however, the provisions of EHA-B are more far-reaching than the state's own laws and guidelines. Parents should be sure to compare what the state says it will do in its state plan with what its requirements are under state law. If EHA-B requirements are stronger in mandating services and safeguards, then parents should pressure the state department of education to make sure its guidelines under the state law reflect the new requirements of the federal law. If the existing state plan is inadequate, put pressure on the state department of education to amend its plan to conform to federal law.

Remember: the requirements of the federal law (EHA-B) apply to all handicapped children, not just children participating in programs using EHA-B funds.

Make sure the state's plan requires that fair and impartial hearings will be provided. Then go to the local school district and see if it has established hearing procedures. Are these procedures written, and have they been distributed to parents throughout the school district? Is the school district actually giving hearings? How many hearings have been held?

Find out whether other groups have seen the '75 and '76 state plans and what their positions are. How does your local school district see its role in implementing the state plans? Has the superintendent of your local school district seen the plan, been involved in developing it, made comments on it? Does your local superintendent expect to receive any EHA-B funds for the 1975-76 school year? How will those funds be used? Has the school district set forth any procedures to involve parents in planning, developing, or operating the programs which will be supported by these funds? How does your local superintendent plan to identify, evaluate, and provide educational services for handicapped children in your school district? Does his plan conform with the state's plan?

What are other local, regional or state organizations such as the Association of Retarded Citizens, the Council for Exceptional Children, the League of Women Voters, the NAACP and Urban League or any other group saying or doing with regard to the state's plans for handicapped children? You can bring all the active organizations together, develop a position on the plan and communicate that position to the State Department of Education. Ask the State Department of

Education to hold a public meeting in your school district so they can hear the views of parents and concerned organizations.

Help other parents learn what their rights are and what the rights of their handicapped children are. Find out exactly what your local school district's process is if a parent wants a hearing to challenge a decision about the educational program being provided to his/her child. Use the procedures available. Make sure that your local school district has a written hearing procedure which is widely publicized.

HOW WILL THE PLANS BE ENFORCED? WHAT ROLE CAN PARENTS PLAY IN ASSURING THAT THE STATE AND LOCAL SCHOOL DISTRICTS COMPLY WITH THE LAW?

Once the state plans go into effect (the '75 state plan is already in effect; the '76 state plan will be in effect after it has been submitted to BEH and approved) parents will need to monitor both the state and local district to see if each one is doing what it said it would do in the state plan. Request to see your state plan. For a general description of all the EHA-B programs in your state, see the "projected activities report" on file with your state department of education, special education division. Begin to ask questions about the plans and the projected activities reports -- and keep a record of the answers. Is the state following its plan? Is it meeting its deadlines? Who was involved in each stage of the implementation -- were parents or representatives of handicapped children? Who was involved in selecting evaluation tests and materials? Are the tests used unbiased or are a disproportionately high number of minority children being placed in special programs? When the state and local school districts tried to find children who were out of school or were not receiving educational services, which children did they find -- and how many? What has happened to those children? Were there any children in your local school district who had not been receiving educational services? What did the Superintendent do for them? Have any hearings been held in your local school district? If not, why not? If so, how many, and what have the outcomes been?

There are many, many more questions which parents will want to ask. Keep track of the information you find out. If you find any situation which you think violates the state plan or the law, complain through a letter to your State Department of Education and to BEH. (See Attachments B and C-1 for name and address of official to write.) Even though BEH is short of staff and may not come investigate your complaint quickly, they should be continually advised of how the law is being following - and the more they hear from you, the more carefully they will have to watch the states.

The Office for Civil Rights in HEW has recently given guidelines to the states regarding "identification of discrimination in the assignment of children to special education programs."

If you find that handicapped children are being discriminated against on the basis of their race, national origin or sex, send a complaint to the Office for Civil Rights in HEW (see Attachment C-2 for name and address of official to write).

ATTACHMENT A

DISTRIBUTION OF FUNDS UNDER PART B,

EDUCATION OF THE HANDICAPPED ACT

		FY 1975	FY 1976
	TOTALS	*49,984,194	100,000,000
1.	Alabama	1,689,600	1,688,191
2.	Alaska	297,224	300,000
3.	Arizona	900,418	996,374
4.	Arkansas	907,955	918,922
5.	California	9,279,132	9,362,505
6.	Colorado	1,142,175	1,190,661
7.	Connecticut	1,387,278	1,394,136
8.	Delaware	345,491	300,000
9.	District of Columbia	363,419	311,121
10.	Florida	3,068,037	3,213,602
11.	Georgia	2,292,399	2,323,561
12.	Hawaii	418,582	416,141
13.	Idaho	399,275	379,384
14.	Illinois	5,148,004	5,138,089
15.	Indiana	2,517,875	2,520,472
16.	Iowa	1,332,112	1,327,186
17.	Kansas	1,042,837	1,033,131
18.	Kentucky	1,553,534	1,554,291
19.	Louisiana	1,895,910	1,900,856
20.	Maine	477,343	483,091
21.	Maryland	1,910,231	1,941,551
22.	Massachusetts	2,614,164	2,626,805
23.	Michigan	*4,399,160	4,435,769
24.	Minnesota	1,889,037	1,895,605
25.	Mississippi	1,157,947	1,165,719
26.	Missouri	2,145,536	2,148,965
27.	Montana	385,484	353,129
28.	Nebraska	693,305	711,508
29.	Nevada	334,459	300,000
30.	New Hampshire	342,379	366,256
31.	New Jersey	3,235,127	3,264,800
32.	New Mexico	551,868	574,983
33.	New York	7,940,709	7,921,110
34.	North Carolina	2,495,845	2,503,407
35.	North Dakota	364,798	313,746
36.	Ohio	5,067,693	5,048,822
37.	Oklahoma	1,177,989	1,186,722
38.	Oregon	981,197	996,374
39.	Pennsylvania	5,247,590	5,216,853
40.	Rhode Island	430,827	431,893

* Reflects amount remaining after .00358 ($4,414,996 - $15,806) withheld because of Civil Rights non-compliance (for failure to desegregate schools in Ferndale, Michigan as required under Title VI of the Civil Rights Act of 1964).

		FY 1975	FY 1976
41.	South Carolina	1,350,514	1,358,692
42.	South Dakota	373,762	330,812
43.	Tennessee	1,850,935	1,858,848
44.	Texas	5,578,170	5,663,187
45.	Utah	593,015	611,740
46.	Vermont	317,220	300,000
47.	Virginia	2,264,504	2,294,680
48.	Washington	1,602,452	1,591,048
49.	West Virginia	796,267	787,648
50.	Wisconsin	2,181,611	2,190,973
51.	Wyoming	288,950	300,000
52.	American Samoa	150,000	150,000
53.	Guam	150,000	150,000
54.	Puerto Rico	1,341,899	1,566,542
55.	Trust Territory	150,000	150,000
56.	Virgin Islands	150,000	150,000
57.	BIA	970,950	390,099

Source: U.S. Office of Education, Bureau of Education for the Handicapped, July 1, 1975.

ATTACHMENT B

SPECIAL EDUCATION DEPARTMENTS

IN YOUR STATE EDUCATION AGENCY

Dr. Clinton R. Owens
Chief Consultant & Supervisor
Exceptional Children and Youth
State Department of Education
Montgomery, Alabama 36104
(205) 269-6968 x 6630

Dr. Tom Brown, Director
Division of Educational Program Support
State Department of Education
Pouch F
Juneau, Alaska 99801
(907) 586-5264

Mr. Fred A. Rozum
Director of Division of Special Education
Department of Education
1535 W. Jefferson
Phoenix, Arizona 85007
(602) 271-3183

Mr. Roy L. Wood
Coordinator of Special Education
Division of Instructional Services
Arch Ford Education Building
Little Rock, Arkansas 72201
(501) 371-2161

Dr. Robert E. Hall, Chief
Division of Continuing Education
Bureau of Indian Affairs
P. O. Box 1788, 123 - 4th St., S.W.
Albuquerque, New Mexico 87103
(505) 766-3351

Mr. Leslie Brinegar, Associate Superintendent
Chief, Special Education Support Unit
State Department of Education
Sacramento, California 95814
(916) 445-4036

Mr. David C. Miles, Director
Pupil Services Unit
State Department of Education
State Office Building
Denver, Colorado 80203
(303) 892-2727

Mr. Robert I. Margolin, Bur. Chief
Bureau of Pupil Personnel and
Special Educational Services
State Department of Education
Hartford, Connecticut 06115
(203) 566-4383

Dr. Donald H.H. Wachter
Director of Instruction
State Department of Public
Instruction
Townsend Building
Dover, Delaware 19901
(302) 678-4647

Dr. Doris Woodson
Assistant Supreintendent,
Special Education
Division of Special Educational
Programs
Presidential Building - Suite 602
Washington, D.C. 20004
(202) 629-2441

Dr. Landis M. Stetler, Chief
Bureau of Education for Exceptiona
Students
Florida Department of Education
Tallahassee, Florida 32304
(904) 488-1570 or 488-3205

Mr. Herbert D. Nash, Director
Special Education Program
Division of Early Childhood &
Special Education
State Department of Education
Atlanta, Georgia 30334

Dr. Hatsuko F. Kawahara, Director
Special Education Branch
State Department of Education
1270 Queen Emma Street, Room 805
Honolulu, Hawaii 96813
(808) 548-6923

Dr. Judy Schrag
Director of Special Education
Len Jordan Building
State Office Building
Boise, Idaho 83707
(208) 384-2186, 2187

Mr. James J. Travers, Acting Director
Department for Exceptional Children
1020 South Spring Street
Springfield, Illinois 62606
(217) 782-6601

Mr. Gilbert A. Hilton, Director
Division of Special Education
Department of Public Instruction
120 W. Market, 10th Floor
Indianapolis, Indiana 46204
(317) 633-4763

Mr. J. Frank Vance
State Director, Division of Special Education
State Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Mr. James E. Marshall, Director
Division of Special Education
State Department of Education
120 East Tenth Street
Topeka, Kansas 66612
(913) 296-3866

Dr. Stella A. Edwards, Director
Division of Special Education
Capital Plaza, 18th Floor
Frankfort, Kentucky 40601
(502) 564-4970

Mr. Joseph C. Glorioso
Assistant Superintendent
Special Educational Services
State Department of Education
Capitol Station
P. O. Box 44064
Baton Rouge, Louisiana 70804
(504) 389-2591

Mr. John T. Kierstead, Acting Director
Division of Special Education
State Department of Educational & Cultural Services
Augusta, Maine 04330
(207) 289-3451

Mr. Stanley I. Mopsik
Coordinator of Office of Special Education
Division of Instruction
State Department of Education
P. O. Box 8717, Balt.-Wash. International Airport
Baltimore, Maryland 21240
(301) 796-3800, Extension 466

Dr. Robert Audette
Acting Associate Commissioner and Director
Division of Special Education
State Department of Education
182 Tremont Street
Boston, Massachusetts 02111
(617) 727-5770

Mr. Murray O. Batten, Director
Special Education Services
State Department of Education
P. O. Box 420
Lansing, Michigan 48902
(517) 373-1695

Mr. John C. Groos, Director
Special Education Section
State Department of Education
Capitol Square, 500 Cedar Avenue
St. Paul, Minnesota 55101
(612) 296-2547

Dr. Herman K. White, Supervisor
Special Education and Coordinator
Parts B and D, EHA
State Department of Education
Jackson, Mississippi 39205
(601) 354-6950

Mr. Roland J. Werner, Jr., Director
Special Education
Department of Elementary and Secondary Education
P. O. Box 480
Jefferson City, Missouri 65101
(314) 751-3502

Mr. Larry Holmquist, Supervisor
Special Education
Office of the Superintendent of Public Instruction
State Capitol
Helena, Montana 59601
(406) 449-2057

Mr. John B. Lamphere
Administrator of Special Education
Special Education Section
State Department of Education
233 South 10th Street
Lincoln, Nebraska 68508
(402) 471-2471

Mr. Larry Davis, Educational Consultant
Exceptional Public Education
Nevada State Department of Education
Carson City, Nevada 89701
(702) 882-7325

Dr. Daniel Ringelheim
Deputy Assistant Commissioner
Branch of Special Education and Pupil Personnel Services
State Department of Education
225 West State Street
Trenton, New Jersey 08625
(609) 292-7602

Mr. Elie S. Gutierrez, Director
Division of Special Education
State Department of Education
State Educational Building
300 Don Gaspar Avenue
Santa Fe, New Mexico 87501
(505) 827-2793

Mr. Raphael F. Simches, Director
Division for Handicapped Children
State Education Department
Albany, New York 12224
(518) 474-6939

Mr. Theodore R. Drain, Director
Division for Exceptional Children
State Department of Public Instruction
Raleigh, North Carolina 27611
(919) 829-3921

Ms. Janet M. Smaltz, Director
Special Education
State Department of Public Instruction
Bismarck, North Dakota 58501
(701) 224-2277

Mr. S. J. Bonham, Jr., Director
Division of Special Education
State Department of Education
933 High Street
Worthington, Ohio 43085
(614) 466-2650

Dr. Maurice P. Walraven
Director of Special Education
State Department of Education
4545 N. Lincoln, Suite 269
Oklahoma City, Oklahoma 73105
(405) 521-3351

Dr. Mason D. McQuiston
Director of Special Education
Oregon Department of Education
942 Lancaster Drive N.E.
Salem, Oregon 97310

Dr. William F. Ohrtman, Chief
Division of Special Education
Post Office Box 911
Harrisburg, Pennsylvania 17126
(717) 787-1360

Mr. Richard Harrington, Director
Special Education
State Department of Education
Roger Williams Building
Providence, Rhode Island 02908
(401) 277-2046

Mr. Robert S. Black
Office of Programs for the Handicapped
State Department of Education
Room 309, Rutledge Building
Columbia, South Carolina 29201
(803) 758-7432

Dr. George Levin, Director
Section for Exceptional Children
Office of Finance Management
804 No. Euclid
Pierre, South Dakota 57501
(605) 224-3678

Mr. Vernon L. Johnson, Coordinator
Programs for Exceptional Children
State Department of Education
111 Cordell Hull Building
Nashville, Tennessee 37219
(615) 741-3665

Mr. Don L. Partridge, Director
Division of Special Education
Texas Education Agency
201 East 11th Street
Austin, Texas 78701
(512) 475-3501

Dr. R. Elwood Pace, Coordinator
Pupil Services
Utah State Board of Education
1050 University Club Building
136 East South Temple
Salt Lake City, Utah 84111
(801) 328-5982

Ms. Jean S. Garvin, Director
Special Educational and Pupil
Personnel Services
State Department of Education
Montpelier, Vermont 05602
(802) 828-3141

Mr. James T. Micklem, Director
Division of Special Education
State Department of Education
Richmond, Virginia 23216
(804) 770-2673

Mr. Floyd M. Jackson, Director
Special Services Section
Old Capitol Building
Olympia, Washington 98504
(206) 753-2563

Mr. Keith Smith, Director
Division of Special Education
West Virginia Department of Education
Building B, Unit 6, Room 315
State Capitol
Charleston, West Virginia 25305
(304) 348-2707, 348-3374 or 348-3645

Dr. Kenneth Blessing, Admin.
Division for Handicapped Children
& Assistant State Superintendent
State Department of Public
Instruction
126 Langdon Street
Madison, Wisconsin 53702
(608) 266-1649

Mr. Lamar Gordon, Jr., Coordinator
Office of Exceptional Children
State Department of Education
Cheyenne, Wyoming 82002
(307) 777-7416

ATTACHMENT C

C-1

Edwin W. Martin
Acting Deputy Commissioner
Bureau of Education for the Handicapped
Office of Education, ROB 2018
400 Maryland Avenue, S.W.
Washington, D.C. 20202

C-2

Peter Holmes
Director
Office of Civil Rights
Department of Health, Education and Welfare
330 Independence Avenue, S.W.
Washington, D.C. 20201